Chapter 3 Worksheets

**Chapter 3 Worksheet Instructions:   
Professional Learning “Done Well”**

Professional learning, done well, plays a key role in building a culture of teaching and learning excellence. The Good Practice Principles of the Individual Dimension focus on effectively supporting educators as they learn about evidence-based strategies and adapt them to their own practice. The Good Practice Principles of the Community Dimension bring educators into community, to collaborate for change within and beyond their own setting.

Worksheets 3.1–3.8 can help your team consider the Individual and Community dimensions as you prepare to design high-impact professional learning processes for your campus. For each Principle, begin by having members of your team individually assess current campus professional learning practice, using the Inquiry Starter prompts and rating scale. (You might want to decide beforehand whether to focus on professional learning campus-wide or in a particular area of campus important to your work.) Then, individually, brainstorm ways to strengthen your professional learning design and implementation. This individual work provides the foundation for collective discussion.

You might want to consider doing this as a simple “jigsaw” process, splitting up different Principles (or sets of two to four Principles) to be addressed by subgroups of your team. There are of course many ways to do this. Here’s one way that this could work:

**Step 1: Individual Work.** After splitting up your team to address different Principles, team members work individually, using the Worksheets for their assigned principle to assess current professional learning practice and plan for change.

**Step 2: Small Group Discussion.** Those who worked on the same Principles meet to share and discuss, using the Reflective Questions below. Each team prepares a report.

• What did you learn from this process? Of the Good Practice Principles you focused on, which one(s) did you find most interesting or important?

• How does our current professional learning practice match up with the Good Practice Principles you focused on? What are our strengths? How might we improve our practice, using the Principles as a guide?

• What changes or improvements will be simple? What will be more complex? What changes can we make in the short run? What will take a long-term effort?

After everyone has had a chance to share, work as a group to prepare a report to the larger team. You may want to create notes on poster paper to facilitate your report.

• List two to four Good Practice Principles that your group wants to highlight. These can be Principles your campus is already practicing and want to reinforce, or Principles that your group feels would be important to focus new attention on. Be prepared to explain your choices to the team.

**Step 3: Whole Team Discussion.** Subgroups come together to share reports and consider strategies for future action, using the prompts below. Save notes on what you come up with for future use.

• Review the Principles identified by the small groups. Create a list of perhaps four to five that we want to spotlight for future action.

• How could we begin to deepen our professional learning practice with these Principles in mind? What changes would it take? What are possible first steps? Who would we need to involve?

• What do we need to know more about? What aspects of high-impact professional learning practice do we need to understand better? What resources might we explore?

Worksheet 3.9 invites you to consolidate your insights into professional learning and apply them to the projects you’ve identified in Chapters 1 and 2. How can you use professional learning to support faculty and staff in making change? This critical step can help you begin to leverage high-impact professional learning to improve student learning and success.

However you decide to organize your discussion of specific Principles, it is important that at some point the whole team comes together to share and discuss insights, strategies for improvement, and ways to apply these Good Practice Principles to support teaching and learning improvement. We encourage you to create a record of the key points that emerge from this discussion.

In Chapter 5, we explicitly encourage teams to go back and review Worksheets from earlier chapters. With this in mind, we encourage you to retain Worksheet 3.9 and any other records of your discussion.

As in earlier chapters, the Worksheets for Chapter 3 conclude with a Making the Case Worksheet designed to help your team harvest insights from the research and evidence offered in this chapter and prepare to use that evidence to build support for the work led by your team.

Worksheet 3.1

Good Practice Principle #1 (Individual Dimension) **Respect Educators’ Knowledge**

Effective educational development recognizes the deep expertise of faculty, student affairs educators, and staff. Their role in co-designing and leading educational development is critical, as are less formal, dialogic opportunities for participants to share and learn from each other.

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| **1. Inquiry Starters**  For each question, please rate our campus professional learning practice, using a scale of 1 to 5 in which 1 is Strongly Agree, 3 is Neutral, and 5 is Strongly Disagree  A. Our professional learning program(s) effectively build trust and engagement and ensure that educators know they are valued. Rate: 1 – 2 – 3 – 4 – 5  B. Our professional learning strategies consistently leverage the pedagogical and leadership knowledge and skill of our educators. Rate: 1 – 2 – 3 – 4 – 5  C. We engage faculty and staff with professional learning expertise to play key roles in leading our professional learning. Rate: 1 – 2 – 3 – 4 – 5  D. Our activities are structured to effectively surface participants’ expertise (pedagogical, cultural, etc.) and apply it to the challenge at hand. Rate: 1 – 2 – 3 – 4 -- 5 | **2. Identifying Challenges & Strengths**  Thinking about this Good Practice Principle, your personal experience, and your answers to the Inquiry Starters, please briefly highlight three to five challenges and/or strengths of our practice. |
| **3. Planning Forward**  How might we improve our campus professional learning practice related to this Principle? What steps can we take to address our areas of challenge? How can we use our strengths as resources? What are your ideas? | |

Worksheet 3.2

Good Practice Principle #2 (Individual Dimension) **Connect with Practice**

Educational development is most effective when it relates to and informs teaching-learning practice as it unfolds in diverse settings, from classrooms to online or co-curricular environments. Link exploration of theory to practical possibilities. Model good teaching-learning practice in the professional learning process and ensure that participants walk away with applicable new skills and resources. Make it useful.

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| **1. Inquiry Starters**  For each question, please rate our campus professional learning practice, using a scale of 1 to 5 in which 1 is Strongly Agree, 3 is Neutral, and 5 is Strongly Disagree  A. Our professional learning conversations help participants translate evidence-based strategies into everyday practice with their students.  Rate: 1 – 2 – 3 – 4 – 5  B. Our educational development structures support participants as they design and test changes in practice. Rate: 1 – 2 – 3 – 4 – 5  C. Our processes document participants’ creativity in designing new approaches and leverage this expertise for broader change. Rate: 1 – 2 – 3 – 4 – 5  D. Our professional development processes model the pedagogies and practices we hope to encourage. Rate: 1 – 2 – 3 – 4 – 5 | **2. Identifying Challenges & Strengths**  Thinking about this Good Practice Principle, your personal experience, and your answers to the Inquiry Starters, please briefly highlight three to five challenges and/or strengths of our practice. |
| **3. Planning Forward**  How might we improve our campus professional learning practice related to this Principle? What steps can we take to address our areas of challenge? How can we use our strengths as resources? What are your ideas? | |

Worksheet 3.3

Good Practice Principle #3 (Individual Dimension) **Engage Inquiry and Reflection**

Meaningful educational development engages participants in a recursive inquiry process, exploring key questions about student achievement and their linkage to change in pedagogy and practice. Innovative educators consider evidence-based approaches and see their classrooms as laboratories, sites for thoughtful pedagogical experimentation, with the professional learning conversation providing opportunities for feedback, reflection, and exchange.

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| **1. Inquiry Starters**  For each question, please rate our campus professional learning practice, using a scale of 1 to 5 in which 1 is Strongly Agree, 3 is Neutral, and 5 is Strongly Disagree  A. Our professional learning processes create effective opportunities for inquiry-driven conversations that connect design, application, and reflection.  Rate: 1 – 2 – 3 – 4 – 5  B. We design regular opportunities for reflection, revision, and integration of new approaches into broader teaching-learning practice.  Rate: 1 – 2 – 3 – 4 – 5  C. Through our processes, faculty and staff innovation generates new evidence and resources for the campus (and/or the field). Rate: 1 – 2 – 3 – 4 – 5  D. Our structures effectively support the sustained, recursive process needed for meaningful and lasting change in practice. Rate: 1 – 2 – 3 – 4 – 5 | **2. Identifying Challenges & Strengths**  Thinking about this Good Practice Principle, your personal experience, and your answers to the Inquiry Starters, please briefly highlight three to five challenges and/or strengths of our practice. |
| **3. Planning Forward**  How might we improve our campus professional learning practice related to this Principle? What steps can we take to address our areas of challenge? How can we use our strengths as resources? What are your ideas? | |

Worksheet 3.4

Good Practice Principle #4 (Individual Dimension) **Protect Participant Time**

Higher education professionals have busy lives and juggle many responsibilities. Educational development activities should be well structured and designed, making efficient use of participant time. Modes of engagement, both face-to-face and online, should recognize the structurally dissimilar schedules of diverse groups of full-time and adjunct faculty, Student Affairs professionals, librarians, and other educators.

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| **1. Inquiry Starters**  For each question, please rate our campus professional learning practice, using a scale of 1 to 5 in which 1 is Strongly Agree, 3 is Neutral, and 5 is Strongly Disagree  A. Our processes for planning and administering professional learning programs increase the likelihood of effective use of participant time and effort.  Rate: 1 – 2 – 3 – 4 – 5  B. Staff time is dedicated to planning, management and follow-up, to ensure that participants’ time is well-used. Rate: 1 – 2 – 3 – 4 – 5  C. Our strategies equitably and effectively address diverse professional schedules and availabilities. Rate: 1 – 2 – 3 – 4 – 5  D. We effectively experiment with and deploy new digital technologies to engage participants and document the process. Rate: 1 – 2 – 3 – 4 – 5 | **2. Identifying Challenges & Strengths**  Thinking about this Good Practice Principle, your personal experience, and your answers to the Inquiry Starters, please briefly highlight three to five challenges and/or strengths of our practice. |
| **3. Planning Forward**  How might we improve our campus professional learning practice related to this Principle? What steps can we take to address our areas of challenge? How can we use our strengths as resources? What are your ideas? | |

Worksheet 3.5

Good Practice Principle #5 (Community Dimension) **Create Supportive Professional Communities**

Teaching is challenging. Innovation involves risk-taking. Failures can provide vital learning insights. Social learning and community support are essential to professional learning. Effective educational development must foster trust, openness, and respect across difference, generating a climate of shared inquiry and thoughtful reflection.

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| **1. Inquiry Starters**  For each question, please rate our campus professional learning practice, using a scale of 1 to 5 in which 1 is Strongly Agree, 3 is Neutral, and 5 is Strongly Disagree  A. Our professional learning processes are well-structured to provide time and space for educators to support and learn from each other. Rate: 1 – 2 – 3 – 4 – 5  B. Our professional learning programs effectively foster community and trust across difference. Rate: 1 – 2 – 3 – 4 – 5  C. Our professional learning leadership and our common practices help ensure that participants know that it is productive to discuss challenges and failures, as well as successes.  Rate: 1 – 2 – 3 – 4 – 5 | **2. Identifying Challenges & Strengths**  Thinking about this Good Practice Principle, your personal experience, and your answers to the Inquiry Starters, please briefly highlight three to five challenges and/or strengths of our practice. |
| **3. Planning Forward**  How might we improve our campus professional learning practice related to this Principle? What steps can we take to address our areas of challenge? How can we use our strengths as resources? What are your ideas? | |

Worksheet 3.6

Good Practice Principle #6 (Community Dimension) **Involve All Sectors of the Professoriate**

To achieve broad impact, professional development must engage the needs of early, midcareer, and senior faculty; it must be accessible to adjunct faculty as well as full-time faculty, creating opportunities for full-time and adjunct faculty to learn from each other.

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| **1. Inquiry Starters**  For each question, please rate our campus professional learning practice, using a scale of 1 to 5 in which 1 is Strongly Agree, 3 is Neutral, and 5 is Strongly Disagree  A. Our professional learning processes include strategies, structures, and resource support that effectively engage adjunct faculty. Rate: 1 – 2 – 3 – 4 – 5  B. Our program design includes ways to appropriately address the needs and issues of both full-time faculty and adjunct faculty. Rate: 1 – 2 – 3 – 4 – 5  C. Our processes effectively engage the different needs and approaches of experienced veteran and newer faculty. Rate: 1 – 2 – 3 – 4 – 5 | **2. Identifying Challenges & Strengths**  Thinking about this Good Practice Principle, your personal experience, and your answers to the Inquiry Starters, please briefly highlight three to five challenges and/or strengths of our practice. |
| **3. Planning Forward**  How might we improve our campus professional learning practice related to this Principle? What steps can we take to address our areas of challenge? How can we use our strengths as resources? What are your ideas? | |

Worksheet 3.7

Good Practice Principle #7 (Community Dimension) **Bridge Boundaries**

Collaboration and exchange across difference spurs participants to rethink their assumptions. Bring together combinations of faculty and Student Affairs, IR, and IT staff, new and experienced full-time and adjunct faculty, cross-disciplinary combinations of programs, departments, and colleges. Engage diverse stakeholders to help everyone think more systemically and consider the whole student.

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| **1. Inquiry Starters**  For each question, please rate our campus professional learning practice, using a scale of 1 to 5 in which 1 is Strongly Agree, 3 is Neutral, and 5 is Strongly Disagree  A. Our professional learning programs take effective advantage of interdisciplinary perspectives.  Rate: 1 – 2 – 3 – 4 – 5  B. Our approaches meaningfully address the role of learning beyond the classroom and its potential relationship to more traditional academic goals and processes. Rate: 1 – 2 – 3 – 4 – 5  C. Our program structures appropriately engage the expertise of staff other than faculty (e.g., advisors, IT staff, librarians, etc.) Rate: 1 – 2 – 3 – 4 – 5  D. Our professional learning processes effectively advance respectful and productive exchange across disciplinary and divisional lines. Rate: 1 – 2 – 3 – 4 – 5 | **2. Identifying Challenges & Strengths**  Thinking about this Good Practice Principle, your personal experience, and your answers to the Inquiry Starters, please briefly highlight three to five challenges and/or strengths of our practice. |
| **3. Planning Forward**  How might we improve our campus professional learning practice related to this Principle? What steps can we take to address our areas of challenge? How can we use our strengths as resources? What are your ideas? | |

Worksheet 3.8

Good Practice Principle #8 (Community Dimension) **Learn from and with Students**

Student perspectives are critical to understanding, deepening, and transforming classroom dynamics. Diverse classrooms offer opportunities to leverage cultural capital and multiple perspectives. Engage students as active partners and participants, informing professional development and improved learning-teaching practice.

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| **1. Inquiry Starters**  For each question, please rate our campus professional learning practice, using a scale of 1 to 5 in which 1 is Strongly Agree, 3 is Neutral, and 5 is Strongly Disagree  A. Our professional learning programs effectively engage students’ insights and expertise. Rate: 1 – 2 – 3 – 4 – 5  B. Our programs help faculty and staff learn from diverse student voices to advance equity. Rate: 1 – 2 – 3 – 4 – 5  C. Our strategies position students as partners and advance student agency. Rate: 1 – 2 – 3 – 4 – 5  D. Our professional learning leadership is interested in identifying structures that might advance these opportunities. Rate: 1 – 2 – 3 – 4 – 5 | **2. Identifying Challenges & Strengths**  Thinking about this Good Practice Principle, your personal experience, and your answers to the Inquiry Starters, please briefly highlight three to five challenges and/or strengths of our practice. |
| **3. Planning Forward**  How might we improve our campus professional learning practice related to this Principle? What steps can we take to address our areas of challenge? How can we use our strengths as resources? What are your ideas? | |

Worksheet 3.9

**Engage the Power of Professional Learning**

Consider the evidence-based instructional and student success practices you spotlighted in Chapters 1 and 2: How could a professional learning program support broad, high-quality implementation of these practices? Who would it engage? How could it embody and apply the NLC Good Practice Principles? What would that look like?

This Worksheet builds directly upon the “jigsaw” activity, using Worksheets 3.1-3.8, as well as the work you’ve done in Chapters 1 and 2. It invites you to synthesize what you know and what you’ve learned about professional development and apply that to the task of improving teaching, learning and student success on your campus.

This is a payoff step, where the work your team has been doing begins to come together, where your learning informs your plans.

**Step 1: What Innovations Will You Implement?** Working together as a team, collectively review your worksheets or notes from Chapters 1 and 2, particularly Worksheets 1.1, 1.3 and 2.3. Refresh your memory about the evidence-based instructional practices and student success efforts your group seeks to support.

**Step 2: Support Innovations with Professional Learning.** Design a high-impact professional learning program, drawing on what you know about professional development and what you’ve learned from Chapter 3, including the work you did in the jigsaw process. With your group’s priority Good Practice Principles in mind, sketch a high-impact professional learning program addressing your team’s chosen evidence-based practices. Consider these prompts in your discussion.

• Who would you want to engage? What would you hope they would learn? How will they use what they learn?

• What professional learning structures would be most effective in helping your colleagues learn about and implement new approaches? In what ways would your structure address or apply Good Practice Principles?

• Who would you involve as professional development leaders? What would you want them to particularly   
remember, related to the Good Practice Principles?

• What kinds of activities would you want your leaders to design? How could they connect new ideas to everyday practice? How would you engage the power of inquiry and reflection? The power of community?

As you discuss, it would be helpful to have someone taking notes that you can use to guide future planning processes, where we will discuss how to mobilize support for your professional learning program.

Worksheet 3.10

**Making the Case**

Imagine you are having a conversation with other leaders at your college who are not part of your working team. You want to make a case for the importance of advancing high-impact professional learning as outlined in this chapter. Take a minute to think about it and make some notes, using the following reflective prompts as your guide.

1. What evidence or arguments presented in this chapter did you find particularly persuasive? Why? What are the implications of this evidence or argument? What ideas, references, or sources would you want to remember and be able to use in your work?

2. Sketch a two- to three-minute “elevator speech” arguing for the value of a college effort around this issue. What key points would you include?

3. What ideas or issues discussed in this chapter would you want to know more about? Are there references you’d like to explore in greater depth? How else might you deepen your knowledge base on the issue(s) you’ve identified?